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ABSTRACT

The material in this 125-item annotated bibliography is limited primarily to articles and reports published during 1971. The resources used were those available in the greater Rochester, N.Y., area. The Rochester Regional Library Council's "Union List of Serials" was the authority used for serial holdings of area libraries. ERIC document numbers, "Language and Language Behavior Abstracts" numbers, and "Dissertation Abstracts" numbers are provided where available. The items here include bibliographies, field reports, historical articles, state-of-the-art surveys, and other related material, but no book-length works. The annotations attempt to show each author's viewpoint and to indicate the audience intended if the title does not make that clear. (Author/KM)

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# AN ANNOTATED BIBLIOGRAPHY.

# OF

# RECENT WORK ON BLACK ENGLISH

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# INTRODUCTION

The study of Black English overlaps a number of disciplines in the humanities and social sciences, so that work is to be found in journals of education, linguistics, sociology, and occasionally psychology, folklore, and the Proceedings of the American Dialect Society. The topic is new enough so that the terminology is still in doubt, and references are found under Urban English, Southern English, Black English, Negro-American speech, Negro students, Negro education, Negro dialects, Afro-American dialects, Negro nonstandard English, Nonstandard dialects, dialects, social dialects, regional dialects, sociolinguistics, and, for the historically minded, under Gullah, Creoles, and Pidgins. Literary styles have not been included, although this has meant omitting some very interesting material on oral poetry. Book reviews are not included.

The material in this bibliography is primarily limited to articles and reports published during 1971, and for that year is as complete as possible considering the resources available in the greater Rochester area. There are some items from the first quarter of 1972, and a very few published before January, 1971. These last are chiefly bibliographies, although Frederick Williams, Language and Poverty (a 1970 collection), has been included because it is so frequently cited in the literature. Of the bibliographies, McMillan (#60), Moore (#66), and Tarone (#104) include material published through 1969. Malkoc (#61) and Thiess (#106) include 1970 publications. Only Zuck (#125), whose 63 journal articles and books span 1963-1971, has more recent work. When one looks at bibliographical citations in the items included in this bibliography, only Frents (#29), Pfaff (#77), Sobin (#95), and Sullivan (#102) include books or articles published in 1971. January, 1971, therefore seemed a sensible starting point for this collection.

The 125 items here are chiefly reports and journal articles. Most of the few book-length items are collections of articles. Since, almost without exception, each item contains its own bibliography, no mention is made of that in the annotations unless it is outstanding for some reason: length, selectivity, or inclusion of very recent works. The names that recur in all the bibliographies are also represented here: Joan Baratz, Melvin Butler, Joey Dillard, Ralph Fasold, Kenneth Johnson, William Labov, Roger Shuy, James Sledd, William Stewart, Frederick Williams, Walt Wolfram. Others, such as Stephen Baratz, Courtney Cazden, and Basil Bernstein recur in citations and collections, but were not independently listed in the 1971 literature.

In each annotation, the terminology used is that used in the original item except when it was necessary to shorten a phrase to meet space limitations. When it was necessary to write an annotation from a secondary source, that source is noted as follows:

CIJE ERIC Current Index to Journals in Education.

Diss. Abs. Dissertation Abstracts.

LLBA Language and Language Behavior Abstracts.

RIE ERIC Research in Education.

All other secondary sources are spelled out in the pertinent annotations. In the main, secondary sources were used when no local library held the item, or when all local copies were listed "at the bindery." The Rochester Regional Library Council, Union List of Serials, was the authority used for serial holdings of area libraries. ERIC document numbers, LLBA and Dissertation Abstracts numbers are included wherever applicable.

The most productive sources of citations were Research in Education, January, 1971-March, 1972; Current Index to Journals in Education, January, 1971-January,

1972: Language and Language Behavior Abstracts, no. 1-4, 1971; and Dissertation Abstracts, June 1971-February, 1972. Social Science and Humanities Index, Child Development Abstracts, Sociological Abstracts, Psychological Abstracts, Language Teaching Abstracts, and the Public Affairs Information Service proved of very little use. The Reader's Guide to Periodical Literature provided a few citations to mass circulation journals. The Index to Selected Periodicals was of no help at all, even though it specializes in periodicals by and about Afro-Americans, because its indexing is so slow that no 1971 items were covered. *

It was felt that the education periodicals were quite well covered by RIE, CIJE, and Education Index, although an effort was made to examine all current issues of any periodical in that field which had provided at least one citation. Since other related fields are less well covered by indexes, Ulrich's International Periodicals Directory (14th ed., 1971-72) was consulted under the headings "Ethnic interests" and "Linguistics and philology," for the names of relevant journals, and the January, 1971-March, 1972, issues of thosewere examined, if they were held by the University of Rochester Rush Rhees Library, the library at Monroe Community College, or the Milne Library of the State University at Geneseo, N.Y.

No effort was made to include book length works. The items themselves were not available for inspection, most have not yet been reviewed in professional journals, and the brief listing in the Subject Guide to Books in Print, 1971, is insufficient to determine content or merit. The few books for which more information was available, have been included.

The material found falls into several major categories. By form, these are bibliographies, field reports (experiments, descriptions of language), histories of language, state-of-the-art surveys for people in the field, surveys of the topic for a general audience, and what can only be termed propagandistic exhortations to view the subject in some particular light.

*The Negro in Print: Bibliographic Survey provided no pertinent items.

There is division by intended audience. Some articles are intended as scholarly research for other scholars to build upon, some are intended for teachers of classroom teachers, some are intended as practical help for the classroom teacher herself, some try to educate the layman.

Even the field reports, often done as M.A. theses or Ph. D. or Ed.D. dissertations, range from "A Phonology of Washington Negro Speech," of central interest to descriptive linguists, to "Teacher's Judgments of Children's Speech; a Factor Analytic Staty of Attitudes," interesting to sociologists, psychologists, and those who must train or guide teachers.

There are sharp divisions, as well, in the area of theory. The older school, that Black English is a simplified, degenerate form whose speakers lack cognitive ability because their language is incapable of handling intellectual concepts, has fewer and fewer adherents. Indeed, many of the articles annotated here open with an almost ritualistic denunciation of Basil Bernstein's "cognitive deficiency" theory. The great majority of today's writers agree that Black English is a systematic, full-fledged dialect of American English, fully capable of handling any concept, different from but not inferior to any other dialect of the language, and, like other dialects, possessing special strengths of its own. From there, however, there is a further division between those who regard Black English as being derived from archaic British English with an overlay of Africanisms and those who regard it as English words with a deep structure based on West African grammar and syntax. Beyond this, on the practical plane, there is yet another division: between those who advocate bidialectalism: teaching standard English as an additional language, <u>not</u> as a replacement for the native dialect, and those who fear bidialectalism (Sledd (#93) calls it doublespeak) lest it end as another effort to do away with Black language and culture, by absorbing some parts

into the mainstream and eliminating the rest (Walker, #108). There are further methodological divisions: when to teach standard English, how to teach it, whether not to teach it at all but teach Black English to teachers instead, how to teach reading. There are at least four subdivisions of this last: teach standard English first and then teach reading, write materials for beginning readers in Black English, use standard materials but let the children translate them into Black English as they read, let the children dictate their own reading materials out of their own experiences.

The annotations here seek to show each author's viewpoint, within the limits of the space available, and to indicate the audience intended if the title and content do not make that clear.

To save space, throughout the annotations:

BE will stand for Black English,

SE will stand for Standard English.

1. Abrams, Charles. The language of cities; a glossary of terms. With the assistance of Robert Kolodny. New York: Viking, 1971. ix, 365 p.

"Aims to...identify some of the most relevant urban terms for the expert and layman; define them simply and accurately, expanding on the definition where clarification is necessary"—Preface, p. viii. Almost a short answer encyclopedia, definitions range from a paragraph to several pages in length. Includes cross-references; index of terms, 355-365. Ford Foundation sponsored.

2. Adler, S. "Dialectal differences; professional and clinical implications." Journal of Speech and Hearing Disorders, XXXVI (No. 1, 1971), 90-100.

LLBA E 04079: "The relevancy of standard versus nonstandard speech and language patterns is examined relative to its impact upon our academic training as speech clinicians and upon our clinical competencies. Suggestions are made regarding new directions our profession should consider. Some of the manifold implications to the clinician are presented and discussed."

3. Ames, Wilbur S., Rosen, Carl L., and Olson, Arthur V. "Effects of nonstandard dialect on the oral reading behavior of fourth grade Black children." International Reading Association. Conference papers, XV (1971), 63-70.

Field report. Based on the work of William Stewart (Black language is different but not inferior) and Joan Baratz (an interference effect occurs when Black children speaking a nonstandard dialect are introduced to reading by means of SE materials). Of 8 features studied, found support for dialect interference theory in only 4. The greater the difference between the standard and nonstandard features, the less the interference effect. Very sample.

Ammon, Mary Sue. See Ammon, Paul R. (#4)

4. Ammon, Paul R., and Ammon, Mary Sue., "Effects of training Black preschool children in vocabulary versus sentence construction." Journal of Educational Psychology, LXII (October, 1971), 421-26.

Not available for examination. Volume at bindery, April 23, 1972.

5. Ammon, Paul R. "Syntactic elaboration in the speech of lower-class Black children; a review of the evidence." Paper presented to the annual meeting of the California Education Research Association, San Diego, April 30, 1971. ERIC ED 052 279.

Says earlier claims that lower class Black children are generally deficient in ability to produce syntactically elaborated speech 1) confounded elaboration with dialect difference (absence of copula be reduces mean sentence length); 2) were not sensitive enough to sentence content and context; 3) involved questionable decisions as to the elaborateness of syntactic forms; 4) were too gross for adequate interpretation of data. Therefore finds dubious any evidence for an elaboration deficiency.

Bagur, J. Susana. See Jeruchimowicz, Rita. (#43)

6. Baratz, Joan C. "Application of dialect research in the context of the classroom --it ain't easy." Acta Symbolica, II (No. 1, 1971), 3-7.

LLBA E 04633: Must understand, accept, and incorporate the language and culture of minority group children in order successfully to educate them. Must apply findings of dialect research to classroom situation. Resistance arises from 1) the American self-image; 2) ignorance concerning language; 3) Black rejection of idea that cultural differences exist; 4) the ascientific tradition of education; 5) the radicalization of the education process. A major researcher in the field.

Baratz, Joan C. See also Williams, Frederick. (#114)

Bernstein, Basil. See Williams, Frederick. (#114)

7. Biddle, Bruce J., and Loflin, Marvin D. "Verbal behavior in Black-ghetto and white-suburban classrooms; an overview." Paper presented to the annual meeting of the American Educational Research Association, New York, February, 1971. ERIC ED 047 308.

Field report. Introduction to Classroom Interaction Project, University of Missouri. Do Black-ghetto and white-suburban classrooms use language differently, and, if so, in what ways? Emphasis on methodology. Includes glossary. Found differences interacted with Teacher language and age of child more than with race. Found no support for Bernstein thesis that Black language is inferior or restricted.

Biddle, Bruce J. See also Loflin, Marvin D. (#59)

Blank, M. See Williams, Frederick. (#114)

8. Bradford, Arthur. "The interaction of dialect and style in urban American English." Language Learning, XXI (December, 1971), 161-74.

Assumptions: 1) Every dialect contains a range of stylistic variants from formal to informal; 2) BE and SE are two different dialects; 3) they are more similar at the formal end of the continuum; 4) children learn to speak in the less formal range; 5) complete bidialectalism entails active command of the full stylistic range of two different dialects. Teachers should encourage more formal dialect variants while understanding and accepting the less formal styles.

9. Braun, Carl (ed.) language, reading and the communication process. Proceedings of the 15th Convention of the International Reading Association. Newark, Del., International Reading Association, 1971. 172 p.

16 papers dealing with the relationships between language and linguistics and reading. The two most directly applicable to BE are listed separately under Ames (#3) and Welty (#109).

Burke, Virginia M. See Williamson, Juanita V. (#119)

10. Burling, Robbins. "Talking to teachers about social dialects." Language Learning, XXI (December, 1971), 221-34.

Outline of 6-weeks summer course about social dialects, for experienced teachers. Treats social and geographical language variability, class differences in pronunciation and grammar, language deprivation theory, vocabulary difference, origins of BE, implications for education, policies for school systems to take toward nonstandard English.

11. Butler, Melvin A. "The implications of Black dialect for teaching English in predominantly Black colleges." CLA Journal, XV (December, 1971), 235-39.

Black colleges long tried to eliminate behavioral patterns and life styles thought to be Black. If a teacher claims to prepare students for employment in the outside world, he does not achieve that aim by "rejecting the thesis that there is a Black dialect." Time spent denouncing sophisticated linguistic findings should be spent answering basic questions about his students' linguistic ability.

12. Butler, Melvin A. "Lexical usage of Black children; the white teachers' dilemma." Paper presented to the American Dialect Society South-Central Meeting, October 30, 1971.

American Dialect Society Newsletter, III (June, 1971), p. 25: discusses "some of the most significant ethnically determined lexical items that have increased the frustrations of teachers and decreased the learning of students." Divides items into two categories: 1) items not used in the white community; 2) shared lexical items used by Blacks and whites with dissimilar meanings.

13. Butters, Ronald R. "A linguistic view of Negro intelligence." The Clearing House, XLVI (January, 1972), 259-63.

Disagrees with those who claim genetic intellectual inferiority for American Blacks; says points which apparently favor whites on tests of intellect can be explained by linguistics and racism. Lists major linguistic differences between BE and SE. Deals with role of poorer schools, teacher expectation, heredity. Advocates increasing teachers' awareness of nature of Black culture and BE.

Cairns, Charles. See Williams, Frederick. (#111)

Cairns, Helen S. See Williams, Frederick (#111)

14. Carroll, William S. "A phonology of Washington Negro speech." Unpublished Ph. D. dissertation, Georgetown University, 1971. Diss. Abs., September, 1971, 1494 A.

Diss. Abs.: Field report. Preliminary investigation. Part of Urban Language Study, Center for Applied Linguistics. Intensive study of speech of small number of informants. Differences from national norm: 1) contains a number of Southern regional features; 2) contains features characteristic of Blacks of lower socioeconomic level. Numerous similarities to speech of Coastal southern white and Detroit Black communities.

15. Caselli, Ron. "Keys to standard English." Elementary School Journal, LXXI (November, 1970), 86-89. Condensed: Education Digest, XXXVI (January, 1971), 30-31.

Brief exhortation to teachers to understand and accept their students' use of nonstandard English while teaching SE. Recommends 1)aural understanding before oral practice; 2) both of those before reading and writing practice; 3) drill with a limited vocabulary to point of automatic mastery.

Cazden, Courtney. See Shuy, Roger W. (#90)

Cazden, Courtney. See Williams, Frederick. (#114)

Clarke, Nona H. See Wolfram, Walt. (#121)

16. Cohen, Karen M., and Kimmerling, Flo Gryn. "Attitudes based on English dialect differences; an analysis of current research," in Language research report, no. 4. Cambridge, Mass.: Language Research Foundation 1971. ERIC ED 056 579.

Synopsis of 18 studies. Special consideration given to teacher-student relationships. Summarizes results of entire group, gives implications for future.

Cooke, Anna Fay Vaughn. See Vaughn-Cooke, Anna Fay. (#107)

Costello, Joan. See Jeruchimowicz, Rita. (#43)

17. Cramer, Ronald L. "Dialectology: a case for language experience." Reading Teacher, XXV (October, 1971), 33-39.

Premise: learning to read in own dialect is easier than learning to read in unfamiliar dialect. Objects to: 1) writing materials in non-standard dialect; 2)teaching child SE before beginning reading instruction; 3) using SE materials but allowing child to translate into own dialect when reading aloud. Advocates language experience approach (child dictates own reading materials) to eliminate mismatch between spoken language patterns and written materials.

18. Cromack, Robert E. "The functional nature of social dialects: social change and the teaching of Black English." English Record, XXI (April, 1971), 74-82.

Language has manipulative, expressive, and informative functions. BE possesses a variety of language styles, each with a distinctive name and function within the matrix culture. Teachers should try to learn these while encouraging the addition of SE as a "means to a broader range of roles within the larger society." Teacher's attitudes determine student's success.

Day, David E. See Nurss, Joanne R. (#73)

19. De Filippi, Mary. "Some observations and comments on interracial sociolinguistic language behavior of high school youth," in Lawton, David (ed.) Papers from the Michigan Linguistic Society meeting, October 3, 1970. Published, 1971. ERIC ED 056 563.

Field report. Outgrowth of January, 1970, River Rouge, Michigan, disturbances purportedly the result of "fighting words." 12 phrases presented to white of Black students. Each asked to respond to words said by 1) own age, same race; 2) own age, different race. Same words mean different things in different racial communities; failure to recognize this exacerbates conflicts and strengthens interracial communications barriers.

20. Dillard, Joey L. "Black English in New York." English Record, XXI (April, 1971), 114-20.

Long bibliography, 1882-1969. Argument for a northern BE of creole origin, long before World War II migrations from the south. Traces history from New York City slave creoles, 1600's, through 19th century New York State literature. BE now more decreolized in northern cities. Dillard is a leading creolist.

21. Dillard, Joey L. "Lay my isogloss bundle down: the contribution of Black English." International Linguistics Association, National Conference on Linguistics, XVI (No. 3, 1971).

LLBA E 04483: Dialectology, concentrating on dialect geography, has called Black American English a Southern dialect despite its existence in the north since 1600's. Claims Linguistic Atlas invents artificial speech communities in order to identify them by geographical procedures, which do not fit urban dialects. Pidgin- and Creole-based varieties do not fit "regional-becomes-social" dialect pattern either, therefore the pattern lacks sufficient generality.

22. Dillard, Joey L. "Pidgin transmission problems and the transitivizer." Acta Symbolica, II (No. 1, 1971), 44-50.

LLBA E 04641: Urban BE shows either exceptionally far-reaching surface-structure differences from SE or syntactic differences deep enough to warrant calling it another language. Cites similarities to American Indian and West African pidgins as indication of transmission and language contact basis for BE, rather than 19th century theory of European-inspired "simplifications" of SE.

23. Doyle, M. V. "Disadvantaged child and language acquisition." School and Community, LVIII (October, 1971), 20-21.

Very brief summaries of various theories of language acquisition. Cites several theories now seriously questioned by other researchers, notably Bereiter's "language deprivation" and "conceptual inadequacy claims about urban Black dialects.

24. Drennan, M., and Hansen, H. P. "The child who doesn't speak standard English." Acta Symbolica, I (No. 2, 1970), 3-15.

LLBA E 01979: BE has an organized language system in structural, grammatical and phonological areas and must be accounted a full-fledged dialect of English. Schools should then consider it acceptable and cease trying to eradicate it. Supplement it with SE for greater social mobility.

25. Evans, Robert. "The effect of verb simplification on the reading comprehension of culturally different high school students." Paper presented to the annual meeting of the American Educational Research Association, New York, February 4-7, 1971. ERIC ED 049 893.

Field report. I. A. Richards and C. K. Ogden 1927 theory that reading matter with simplified verbs would be more easily handled tested on 3 groups of 9th graders: 2, inner city Blacks; one, suburban whites. All showed significant difference in ab.'ity to supply simplified regular forms over unsimplified; Black groups showed higher level of significance.

Engelmann, Siegfried. See Shuy, Roger W. (#90)

Ervin-Tripp, Susan M. See Shuy, Roger W. (#90)

26. Fasold, Ralph. "A look at the form be in standard English." Languages and Linguistics Working papers, No. 5: Sociolinguistics. Washington, D.C.: Georgetown Univ. Press, 1972. pp. 95-101.

Gives specific examples, with meanings. Concludes it unreasonable to "regard be in nonstandard English as a simple adjustment in the rules which govern these rare occurrences in Standard English" but allows possibility that "other kinds of modification of Standard English rules may result in satisfactory explanations for nonstandard be." p. 101.

27. Fasold, Ralph. "Some grammatical features of Negro dialect." In press.

Not available for examination. Cited in Frentz (#29).

28. Fasold, Ralph. "What can an English teacher do about nonstandard dialect?" English Record, XXI (April, 1971), 82-91.

Trying to teach all students to speak SE may not be a reasonable objective, since an important part of learning the prestige dialect is the desire to do so, and the desire arises only when the promised resultant upward mobility is viewed as possible. A case is made that teachers learn nonstandard English instead, then concentrate on more crucial areas of reading and writing than dialect use.

Feigenbaum, Irwin. See Shuy, Roger W. (#90)

Formanek, R. See Greenberg, S. (#32)

29. Frentz, Thomas S. "Children's comprehension of standard and Negro nonstandard English sentences." Speech Monographs, XXXVIII (March, 1971), 10-16.

Field report. Based on Ph. D. dissertation. Investigated Joan Baratz' theory: users will comprehend own dialect better than other dialects. Contrary to expectations, found user comprehension of SE did not differ significantly from comprehension of Negro nonstandard English. 1) Baratz studied sentence repetition; Frentz, overall sentence comprehension. 2) All sentences short and simple. 3) Perhaps dialect differences affect encoding more than decoding behavior.

30. Goodman, Kenneth S. "Who gave us the right?" English Record, XXI (April, 1971), 91-95.

Decries confusion of social attitudes toward language with intrinsic linguistic merit, blames ethnocentricity. Schools and teachers must accept and understand language differences; motivate children to become more effective and flexible in language use. Schools should not be agencies of conformity.

Goodman, Yetta M. See Zuck, Louis V. (#125)

31. Gottesman, Ruth L. "Auditory discrimination ability in Negro dialect speaking children." Journal of Learning Disabilities, V (February, 1972), 94-101.

Field report. Based on Ed. D. dissertation. Tested 3 groups, first grade boys (Negro dialect speaking, Negro standard speaking, white standard speaking) on 1) word pairs pronounced as homonyms in Negro dialect but as contrasting in SE; 2) word pairs contrasted by all subjects. Standard speakers scored higher on section 1. No significant group differences on section 2. Scores reflect "unfamiliarity with SE rather than any deficits in auditory discrimination ability." p. 94.

32. Greenberg, S., and Formanek, R. "Social class differences in spontaneous verbal interactions." Paper presented to the annual meeting of the American Educational Research Association, New York, February, 1971. ERIC ED 047 306.

Field report. Tests Bernstein's contention: lower class children have "restricted" language which interferes with performing cognitive tasks. Recorded spontaneous verbal interactions between 50 middle- and 50 lower-class mother-child pairs. Lower-class pairs observed longer time, yet middle-class pairs spoke 66% of the total words. Says this supports need for compensatory education for lower-class children. (For contrary report, see Biddle, #7.)

Grognet, Allene. See Shuy, Roger W. (#90)

Guyette, Thomas W. See Loflin, Marvin D. (#59)

Hansen, H. P. See Drennan, M. (#24)

33. Hartman, John J. "Psychological conflict in Negro American language behavior: a case study." American Journal of Orthopsychiatry, XLI (July, 1971), 627-635. Reply by William Labov (#53), pp. 637-38.

Programs to help Blacks overcome "unacceptable" dialect language behavior may involve assumptions of white superiority that foster conflicts of identity and self-esteem. Case study of graduate student; shame and self-hatred in regard to her language results in anger at Negroes for failing to provide her with elements necessary for success. Dilemma of pluralism: can differences exist without labels of "inferior" or "superior"?

34. Heider, Eleanor Rosch. "Style and accuracy of verbal communications within and between social classes." Journal of Personality and Social Psychology, XVIII (No. 1, 1971), 33-47.

Field report. 143 ten-year-old children (white middle- and lower-class, Black lower-class) encoded pictures: strong class differences in encoding style; no sex or race effect. Decoding: middle class encoding understood best by all groups, contrary to expectation that each group would decode best its own encoding. Strong class difference in decoding ability; no sex or race effect.

Hess, Robert D. See Shuy, Roger W. (#90)

35. Hewett, Nancy. "Reactions of prospective English teachers toward speakers of a non-standard dialect." Language Learning, XXI (December, 1971), 205-12.

Field report. Tests supported hypothesis that prospective English teachers would have unfavorable stereotypes of nonstandard English dialects when judging a speaker's personality solely by his pronunciation. Small sample. See Woodworth (#123) for similar study of experienced teachers; Cohen (#16) for summary of 18 previous similar studies.

Hoffman, Judy. See Reinstein, Steven. (#85)

36. Hoffman, Melvin J. "Bi-dialectalism is not the linguistics of white supremacy: sense vs. sensibilities." English Record, XXI (April, 1971), 95-102.

Contrary to Sledd (#93) and O'Neil (#74). Bidialectalism is normal in many countries; many American supporters of it are already "regional and/or social bi- and even poly-dialectals." Should not deny opportunity to those who wish to learn SE as second dialect just because speech differences are sometimes used to justify a rejection already made on a prejudiced basis.

37. Hooper, Peggy P., and Powell, Evan R. "Note on oral comprehension in standard and nonstandard English." Perceptual and Motor Skills, XXXIII (August, 1971), 34.

Field report. Tested 129 rural Georgia children, 75% Black, orally with dialect, mixed SE/dialect, and SE forms. Use of dialect-only forms facilitated comprehension. Children had difficulty translating from SE to dialect and vice versa. Suggests locally generated reading materials, teaching SE as second language or as decoding exercise.

38. Hutchinson, June O'Shields. "Reading tests and nonstandard language." Reading Teacher, XXV (February, 1972), 430-37.

Tested Black, lower-class, 3d grade, Washington, D.C., high-ability class on Metropolitan Achievement Test: 40% below grade level (20% by full year). Retest eliminated "dialect-prejudiced" items: 26% below grade level (only 6% by full year). Conclusion: word discrimination test of MAT is inappropriate in design, standardization and norms for urban ghetto children.

39. Hymes, Dell H. (ed.) Proceedings of the Conference on pidginization and creolization of languages. University of the West Indies, Mona Jamaica, April, 1968. In press, 1971.

Not available for examination. Cited in Pfaff (#97).

40. Imhoof, Maurice I. (ed.) "Social and educational insights into teaching standard English to speakers of other dialects: symposium." Viewpoints, XLVII (March, 1971), 1-135.

Series of lectures on aspects of the language problems of inner city children. For details, see Shuy (#91), Wolfram (#120), H. Johnson (#44), K. R. Johnson (#47). Others less central to BE. Each paper preceded by introductory comment; vitae of authors included.

Jackson, F. L. See Koutstaal, C. W. (#52)

41. Jacobson, Rodolfo (ed.) Studies in English to speakers of other languages and in standard English to speakers of a non-standard dialect. (NYSEC monograph series, No. 14). New York: New York State English Council, 1971.

Publication in monograph form of contents of English Record, XXI (April, 1971), minus review by Ralph Fasold of Frederick Williams, Language and Poverty. For parts applicable to BE, see Cromack (#18), Fasold (#28), Goodman (#30), Hoffman (#36), Malmstrom (#62), and Williams (#115) on attitudes; Dillard (#20) and Stewart (#97) on history; Light (#58), K. R. Johnson (#46), Politzer (#79), and Shuy (#92) on contrastive dialectology.

42. Jenkins, William A. "Goals of language instruction, 1970." Elementary English, XLVIII (April, 1971), 179-87.

General view of cultural aspects of teaching standard vs. nonstandard English. No child should be robbed of his uniqueness, teachers should build pride and confidence in the child's own language, no matter what form it takes. Inflicting one's personal use of language at the outset may be a liability. Deliberately does not treat grammar per se at all.

43. Jeruchimowicz, Rita, Costello, Joan, and Bagur, J. Susana. "Knowledge of action and object words; a comparison of lower and middle-class Negro preschoolers." Child Development, XLII (June, 1971), 455-64.

Field report. Although more concerned with class difference than BE, this report is included because all subjects were Black. In most such studies, the middle-class subjects are white, so that race differences and class differences are confounded. The middle class subjects performed significantly better on all phases of the tests.

John, Vera. See Shuy, Roger W. (#90)

44. Johnson, Helen H. "Teacher attitude and ghetto language." Viewpoints, XLVII (no. 2), 73-81.

Teachers should encourage child to use own language, providing experiences to expand it as interests increase and child moves outward in society, gradually absorbing SE into his vocabulary. Should educate, open, and enrich minds before attending to language tidiness. Includes list of attitudes and competencies needed by the ghetto teacher.

45. Johnson, Kenneth R., and Simons, Herbert D. "Black children and reading; what teachers need to know." Phi Delta Kappan, LIII (January, 1972), 288-90.

Study Black culture, understand Black dialect as legitimate linguistic system not inferior to SE, adapt teaching strategies accordingly (not rejecting child's language, being aware of which differences signal reading errors and which are just phonological and should be ignored). Suggests: delay reading until child learns SE, allow dialect reading of SE, translate texts into Black dialect. See Cramer, #17.

46. Johnson, Kenneth R. "The influence of nonstandard Negro dialect on reading achievement." English Record, XXI (April, 1971), 148-55.

Identifies interdialect conflict points; shows effect on conventional teaching of reading. Ignore conflict points, teach child to read own dialect first. Black teachers are worst interventionists because have been taught to hate themselves. Recommends dialect readers by Stewart and Baratz, Educational Study Center, Washington, D.C.

47. Johnson, Kenneth R. "Should Black children learn standard English?" Viewpoints, XLVII (March, 1971), 83-101.

Yes, because 1) speakers of nonstandard English are socially handicapped; 2) Black children will then be "ready to be assimilated" when racism has been eradicated; 3) reading materials are written in SE. Methods: 1) must recognize differences exist, without stigma; 2) must hear SE sound and grammatical patterns; 3) be able to discriminate between own dialect and target language at conflict points; 4) reproduce target language features; 5) have oral drill.

48. Johnson, Kenneth R. "Teacher's attitude toward the nonstandard Negro dialect; let's change it." Elementary English, XLVIII (February, 1971), 176-84. Condensed, Education Digest, XXXVI (May, 1971), 45-48.

False assumptions: 1) Black dialect impairs cognitive development and must be discarded for SE; 2) Black children are nonverbal; 3) BE is sloppy; 4) BE is simplified SE; 5) Black children have poor auditory discrimination skills. BE should not be discarded: only BE is functional in the subculture, only BE is reinforced there. Teach SE as alternate dialect at older age when children recognize need to learn it.

49. Johnson, Mae Coleman. "An investigation of the extent of standard English and Black English used by children from schools of varying racial compositions." Unpublished Ph. D. dissertation, University of Maryland, 1971. Diss. Abs., December, 1971, 3283-A.

Field report. Tested 120 3d grade children in 1) predominantly Black school, 2) predominantly white school, 3) mixed composition school, Petersburg, Va, on Dialect Proficiency Test. Racial composition of school had less effect on use of BE by either race than did socioeconomic level although white children in Black schools spoke BE more than those not in Black schools. Lists implications for theory, teaching, research.

50. Jones, Kirkland C. "The language of the Black "in-crowd"; some observations on intra-group communication." CLA Journal, XV (September, 1971), 80-89.

Not same as traditional "Negro dialect" although shares some phonological, syntactical, lexical and idiomatic features. Term Black dialect, more socioeconomic than racial, should be used only to link language (a kind of social behavior), with other kinds of social behavior and never with genetic traits. Language of the Black in-crowd is part of code including bodily movements, binding insiders together and excluding those who do not belong.

51. Kamins, Martin P. "An exploratory study of the effect of familiar language on the ability of Black children to achieve success with the solving of word problems." Unpublished Ed. D. dissertation, Wayne State University, 1971. Diss Abs., December, 1971, 2402-A.

Diss. Abs. Field report. Designed to determine whether familiar settings, things, people and subjects in the language of word problems would affect the success of Black children from a lower socioeconomic environment in solving word problems. Children preferred re-phrased versions, but reading ability was a far more important determinant of success than familiarity of language.

Kernan, Claudia Mitchell. See Mitchell-Kernan, Claudia.

Kimmerling, Flo Gryn. See Cohen, Karen M. (#16)

Kirkton, Carole M. See Thiess, Carolyn W. (#106)

52. Koutstaal, C. W., and Jackson, F. L. "Race identification on the basis of biased speech samples." Ohio Journal of Speech and Hearing, VI (No. 1, 1971), 48-51.

LLBA E 04520: Field report. 5 Negro colloquialisms spoken by 4 Black and 5 white males, played to 26 undergraduates in speech pathology, to see whether could identify race of speaker. Spectrographic analysis of syllable times, overall speaking time and time averages for each expression, for Black and white speakers. Negro speech samples had higher mean fundamental frequency. Allophonic variations were found that may function as cues for race identification.

53. Labov, William. "Psychological conflict in Negro American language behavior; an invited commentary." American Journal of Orthopsychiatry, XLI (July, 1971), 637-38.

Confirmation and expansion of Hartman (#33). Finds 1) steep slope of style shifting from casual to formal speech; 2) sharp inclination to stigmatize speech of others; 3) less accurate report of own speech; 4) high index of linguistic insecurity; 5) negative overt feeling about own speech and strong reaction against own vernacular. Most common among lower-middle-class women, especially type who become school teachers.

Labov, William. See also Williams, Frederick. (#114)

Lawton, David. See De Filippi, Mary L. (#19)

54. Lee, Richard R. "Effects of age on student perception of social dialects; final report." ERIC ED 053 134.

Field report. Elementary, secondary, and college students, all natives of Tallahassee, Fla., area, rated speech samples for the highest job each speaker could hold. Subjects agreed about quality of speech needed for each occupation; disagreed with each other and with selves when retested in ratings of each speech sample. Finds dialect, therefore, too unreliable a cue in social perception to warrant school instruction in dialect modification.

55. Legum, Stanley E., Pfaff, Carol, Tinnie, Gene, Nicholas, Michael, and Riley, W. The speech of young Black children in Los Angeles. Inglewood, Calif., Southwest Regional Educational Laboratory, 1971. ERIC ED 057 022.

Field report. Analysis of phonological, syntactic, and lexical characateristics, some coinniding with New York and Detroit samples and some coinciding with SE. Existence of national dialect posited in sense that whenever speakers of BE differ in usage from speakers of SE, they differ along the same dimensions no matter what part of the country they come from. Appendices include word frequencies, alphabetical word list, and word list by frequency.

56. Lewis, Vernon E. "Speech therapy and dialect patterns of Black students." Academic Therapy, VI (Spring, 1971), 257-61.

Favors replacing BE with SE, using assortment of methods. "Many speech therapists become so bogged down in their study of dialect patterns that they fail to gain a realistic perspective in dealing with the ghetto child's language predicament...Fatuous comparison of Standard American English and ghetto dialect merely serves to lead the speech therapist astry in his formulation of therapeutic procedures." p. 257.

57. Lieblich, M. "High cost of speech change." Today's Speech, XIX (Spring, 1971), 47-51.

Not available for examination. In Rochester area, this journal is held only at SUNY Geneseo: in bindery, April 21, 1972.

58. Light, Richard L. "Some observations concerning Black children's conversations. English Record, XXI (April, 1971), 155-67.

Field report. Quantification of 1) multiple negation; 2) -s suffix for noun plural; 3) -s suffix for possession; 4) -s suffix for 3d person singular verb, in correlation with 1) presence or absence of adult participant; 2) sex and race of adults; 3) age of children. Highest percentage of nonstandard forms occurs with youngest speakers, in absence of adults.

59. Loflin, Marvin D., Guyette, Thomas W., and Biddle, Bruce J. "Implications of the linguistic differences between Black ghetto and white suburban classrooms." Paper presented at the annual meeting of the American Educational Research Association, New York, February, 1971. ERIC ED 047 311.

Field report. Contrary to hypothesis, white pupils did not use complex language more frequently than Blacks; complexity of language did not increase with grade level. Whites attained maximum use of complex structures sooner, but Blacks used more complex structures once their peak of development had been reached. The classroom language of the teacher tended to reflect that of the pupils.

Loflin, Marvin D. See also Biddle, Bruce J. (#7)

60. McMillan, James B. Annotated bibliography of Southern American English, Coral Gables, Fla.: University of Miami Press, 1971.

BIBLIOGRAPHY. 1,000 plus works on Southern English from language journals, technical treatises, popular books and magazines, special interest periodicals, student theses and dissertations through 1969. Annotations brief; aimed for an exhaustive bibliography. He defines South as south of the Mason-Dixon line and the Ohio River westward to Arkansas and East Texas.

61. Malkoc, Anna Maria, and Roberts, A. Hood. "Bi-dialectalism: a special report form CAL/ERIC." (NCTE/ERIC summaries and sources.) English Journal LX (February, 1971), 279-88. Same: Elementary English, XLVIII (January, 1971), 125-36.

BIBLIOGRAPHY. Descriptions of standard and nonstandard English dialects, methodology involved in teaching them, suggestions for teacher training, references to instructional and bibliographical materials as well as descriptions of past and cufrent research with emphasis on American Negro dialects. All titles and abstracts from ERIC RIE, dated 1970 and earlier. Abstracts, connective commentary, with additional non-annotated citations in many categories.

62. Malmstrom, Jean. "Love me or leave me but don't waste the time: dialects in today's schools." English Record, XXI (April, 1971), 102-108.

Nicely worded review of recent research. Value of street language in street life. Reminds reader of color discrimination in hiring even for SE speakers. Lists crucial contrasts between standard and nonstandard English; suggests use of nonstandard dialect in helping students hear the contrasts. Recommends drill on discrimination, identification, translation, and response, to promote bidialectalism.

63. Melmed, Paul Jay. Black English phonology: the question of reading interference. (Monograph, 1.) Berkeley, University of California Language Behavior Research Laboratory, 1971.

Field report. (Reprint of Ph. D. dissertation). Analysed 1) auditory discrimination, 2) oral reading comprehension, 3) BE phonology usage, 4) silent reading comprehension for 45 lower socioeconomic status 3d graders, for 5 phonological categories. Used 33 minimal pairs, differentiated in SE but homonyms in BE. Black subjects had more difficulty when given dialect-loaded auditory discrimination tests. No trouble comprehending in oral or silent reading. Implications and recommendations for instruction.

Miller, Leslie M. See Williams, Frederick. (#112 and 113)

64. Minderhout, David. "Final consonant cluster reduction." Languages and Linguistics Working Papers, No. 5: Sociolinguistics. Washington, D.C.: Georgetown University Press, 1972. pp. 8-15.

Field report. Pilot study, small corpus, to investigate effect of a following liquid or glide on final consonant cluster reduction as opposed to the effect of a following consonant or vowal. 22 Black informants (19 from Fasold's Washington, D.C., study, 15 of them adolescents). l and w acted as consonants; y like a vowel over all class/age/sex variables. Reduction itself correlates with class and age, not sex.

65. Mitchell-Kernan, Claudia. Language behavior in a Black urban community. (Monograph, 2). Berkeley, University of California Language Behavior Research Laboratory, 1971.

Not available for examination. Cited in Sobin (#95).

Mitchell-Kernan, Claudia. See also Shuy, Roger W. (#90)

66. Moore, Mary Jo. A preliminary bibliography of American English dialects. Washington, D.C.: Center for Applied Linguistics, 1969. ERIC ED 033 327.

BIBLIOGRAPHY. 804 entries, 1969 and earlier, not annotated. 1) Regional dialects of English: continental United States; 2) Social dialects, including language of the "disadvantaged" and nonstandard English; 3) Negro English a) continental United States, b) Caribbean; 4) applications for teaching and learning, especially teaching SE to speakers of nonstandard dialects, plus some of the literature of cultural and socio-economic aspects of poverty and the urban ghetto as it relates to education.

67. Musgrave, Marion E. "Failing minority students; class, caste, and racial bias in American colleges." College Composition and Communication, XXII (February, 1971), 24-29.

Declares false 7 assumptions about SE and BE, including that SE is necessary to get jobs or use ideas, or that Black dialects vary widely from SE. America's dialectal variations are minor; if a teacher cannot understand a student, she may be reacting more to skin color or accent than to dialect.

68. Naremore, Rita C. "Teacher's judgments of children's speech; a factor analytic study of attitudes." Speech Monographs, XXXVIII (March, 1971), 17-27.

Field report. Teacher race significant: white tended to be more concerned with details of child's speech; Blacks tended to be more concerned with the totality of child's performance. Whites tended to judge on basis of child's race; Blacks on socioeconomic status. Problem: are there cues for determining race and cues for determining status, and are these the same cues? Or were the 2 groups of teachers listening for something entirely different?

69. Natalicio, Diana S., and Williams, Frederick. Repetition as an oral language assessment technique; final report. Austin, University of Texas Center for Communication Research, 1971. ERIC ED 051 680.

Field report. Used tapes of Negro and Mexican-American children's speech (k-2) to determine language dominance; Standard American English production, phonology, intonation, inflection, and syntax; language pathologies; and predictions of reading achievement. Results interpreted primarily for application to the training of personnel to do language evaluations of primary school children using similar tapes.

70. National Council of Teachers of English. Task Force on Racism and Bias in the Teaching of English. "Criteria for teaching materials." College English, XXXII (no. 6, 1971), 713-15.

Of 7 points listed, only No. 5 deals with dialect and that in general terms. "Dialect, when it appears, must not be exaggerated or inconsistent, but appropriate to the setting and characters. Where...the preponderance...of dialect material...is suggestive of cultural insensitivity, it should be balanced with an explanatory note" to place that dialect in accurate historical-linguistic context.

Nicholas, Michael. See Legum, Stanley E. (#55)

71. Nixon, Nell Marie. "Gullah and backwoods dialect in selected works by William Gilmore Simms." Unpublished Ph. D. dissertation, University of South Carolina, 1971. Diss. Abs., December, 1971, 2667-A.

Diss. Abs. A linguistic analysis, purporting to prove Simm's accuracy in recording phonology, morphology, syntax and vocabulary. Claims him to be accurate enough to use as reliable basis for study of Gullah and of the substandard white backwoods dialect of the time. Offers his Gullah dialect as evidence that "Negro speech is almost wholly derived from the speech of white illiterates or non-standard English speakers" of the 17th and 18th centuries. See Drennan (#24) and Dillard (#20).

72. Nolen, Patricia Ann. "A study of Black dialect in reading." Unpublished Ph.D. dissertation, University of Washington, 1971. Diss. Abs., July, 1971, 250-A.

Diss. Abs. Field report. Explored dialect differences in recall of printed text by 156 Negro and Caucasian, low socioeconomic status, 2d and 4th graders. Passages read in SE and nonstandard Black dialect. No significant interaction was found between the dialect variable and race or grade of reader. Find no support for theory that Black chidlren will achieve faster in reading when nonstandard dialect is used. See also Frentz (#29).

73. Nurss, Joanne R., and Day, David E. "Imitation, comprehension and production of grammatical structures." Journal of Verbal Learning and Verbal Behavior, X (February, 1971), 68-74.

Field report. Baseline data from 147 southern urban higher status white and lower status white and black 4-year-olds. Higher status group performed best on all 3 tasks. When lower status groups were tested with alternative scoring system based on Black nonstandard lower status dialects, whites had more difficulty in imitation. Conclusion: Production of certain grammatical structures is more difficult than imitation or comprehension.

Olson, Arthur V. See Ames, Wilbur S. (#3)

74. O'Neil, Wayne. "Politics of bidialectalism." College English, XXXIII (January, 1972), 433-38.

Angry. Claims it a "modern, fancy, but false promise to put Black people up, while in fact putting them on and keeping them down," a scheme to maintain the status quo by occupying so much school time that it dooms the child to failure and successfully entails severe psychological disorientation and loss of identity by telling the child his dialect is wrong, or a social error. When dialects are mutually intelligible, it serves no purpose for speakers of one to learn to produce the other.

Osser, Harry. See Shuy, Roger W. (#90)

75. Perts, Doris L. "Urban youth, nonstandard English, and economic mobility." Elementary English, XLVIII (December, 1971), 1012-17.

Recommends bidialectalism as a practical measure. Cites other cultures where the status dialect is the one spoken by the group in economic control. Dialects with different syntactic structure are the least acceptable. Complicating factors: 1) teachers' attitude that nonstandard English is inferior; 2) the emotional roots of family dialects; 3) the resistance of peer groups to change in communication patterns.

76. Pfaff, Carol. "A coding system for the study of linguistic variation in Black English." In press.

Not available for examination. Cited in Pfaff (#77).

77. Pfaff, Carol. Historical and structural aspects of sociolinguistic variation: the copula in Black English. Inglewood, California, Southwest Regional Educational Laboratory, 1971. ERIC ED 056 034.

Field report. Long bibliography includes items published 1971. Studies speech of young, Black Los Angeles school children for phonetically full, contracted, and zero forms of copula *is*. "Investigations...do not support the creolist hypothesis that the underlying structure of BE differs from that of American English. Adopts transformationalist view that BE treatment of copula reveals underlying instances of *is*.

Pfaff, Carol. See also Legum, Stanley E. (#55)

78. Pfeil, Mary Pat. "A second vocabulary for Johnny." American Education, VII (May, 1971), 16-20.

For school teacher or administrator: how a speech and language development program works in 29 Milwaukee elementary schools. Not to supplant their linguistic patterns, but to add a school language, exposes children to conceptual and directive words, emphasizes listening, involves classroom teacher and parents as well as therapist.

79. Politzer, Robert. "Auditory discrimination and the "disadvantaged": deficit or difference?" English Record, XXI (April, 1971), 174-79.

Addendum to "deficiency" theories: the influence of the native language has long been accepted as important in the categorization of speech sounds in foreign language learning, yet literature about the disadvantaged labels the same problems as due to faulty hearing, poor auditory memory or faulty perception. Differences tend to disappear as child progresses through school.

80. Pope, Mike. "Syntactic maturity of Black and white fourth graders' speech." Research in the Teaching of English, V (Fall, 1971), 202-16.

Field report. Based in part on Ph. D. dissertation. Checked two speech samples from each of 60 subjects, on 29 variables. Only significant race effect: frequency of occurrence of condition clause, therefore no support for idea that nonstandard speakers are less proficient in use of language. Did find race difference in amount of morphological and syntactic variation from regional standard.

81. Pound, Glenn. "Social shibboleths; dialect interference in educational and social mobility." Contemporary Education, XLIII (November, 1971), 101-105.

For teachers. Review of major work in dialect studies, 1964-1969. Notes details of dialect differences, especially Chicago area. Must work toward "overcoming the stigma of inferiority attached to the speech of the ghetto, Appalachia" etc.

Powell, Evan R. See Hooper, Peggy P. (#37)

82. Prentice, J. L. "Is cognitive development a function of language?" Viewpoints, XLVII (June, 1971), 195-205.

The idea of a structurally and logically inferior dialect is untenable; each dialect is merely different. Failure to understand a spoken dialect stems from phonological interpretation, not cognitive deficit on either side. In a study, monodialect speakers were better able to pick out unusual words in a dialogue; bidialectal speakers were better able to define them from context.

83. Preston, Dennis R. "Social dialects and college English." Speech Teacher, XX (November, 1971), 237-46.

SE on college level 1) must not be required, 2) must carry full credit, 3) have open enrollment to insure diversity of background, 4) must be repeatable for full credit. Suggests 5-point curriculum used in "Dialect Expansion" course at Ohio State. Claims it meets "challenge of current socio-political and cultural events without doing injustice to the purposes and requirements of college level work."

84. Quay, Lorene C. "Language dialect, reinforcement, and the intelligence-test performance of Negro children." Child Development, XLII (March, 1971), 5-15.

Field report. Stanford Binet given 100 4-year-old Negro Headstart children, in 1) SE, 2) Negro dialect, when given 1) praise, 2) candy. No resultant IQ differences for any variable. No "deficits nor differences in intelligence, language comprehension or motivation in the testing situation existed." Possible partial explanation: at this age level, the Stanford Binet uses very simple language and many nonverbal items.

85. Reinstein, Steven, and Hoffman, Judy. "Dialect interaction between Black and Puerto Rican children in New York City; implications for the language arts." Elementary English, XLIX (February, 1972), 190-96.

Field report. Discusses some features of nonstandard urban dialect with emphasis on BE, especially consonant cluster simplification, omitted final -l, voiced and voiceless -th, pin/pen homonyms. Found evidence for Black/Puerto Rican dialect interaction. Recommends encouragement of functional bidialectalism. Raises possibility that child may recognize in reading, inflections he does not hear or signal orally.

Riley, W. See Legum, Stanley E. (#55)

Roberts, A. Hood. See Malkoc, Anna Maria. (#61)

Rosen, Carl L. See Ames, Wilbur S. (#3)

86. Ross, Stephen B. "On the syntax of written Black English." TESOL Quarterly, V (June, 1971), 115-22.

Field report. Analysis of 690 themes from 138 Black elementary school children, Watts, Los Angeles. 1) a rule-governed dialect exists, sufficiently different from SE to warrant use in instructional materials; 2) features needing further study include one pattern mentioned by "Creolist" linguists; 3) need materials utilizing present knowledge of BE. Syntactic forms often lengthy and complicated.

Rundell, Edward E. See Williams, Frederick. (#116)

Salzer, Richard T. See Woodworth, William D. (#123)

Samarin, William J. See Shuy, Roger W. (#90)

87. Saville, Muriel R. "Interference phenomena in language teaching; their nature, extent and significance in the acquisition of standard English." Elementary English, XLVIII (March, 1971), 396-405.

Long bibliography, 1969 and earlier. Interference effect is greatest between closely related dialects. Occurs for many speakers only at production level, not in reception. Sections: 1) linguistic interference; 2) psychological interference (forgetting, inhibition); 3) cultural interference (language loyalty, acculturation pressures, lack of contact with SE); 4) educational interference (poor teaching or materials, segregation, negative attitudes of school personnel).

88. Schneider, Mary. "Black dialect: the basis for an approach to reading instruction? Research in review." Educational Leadership, XXVIII (February, 1971), 543-49.

Creolist. Lists distinctive characteristics of BE. Questions Labov recommendation that children be allowed to read standard materials with nonstandard pronunciation; use of dialect readers raises question of which dialect to use. Exhorts teachers to use linguistic findings.

89. Seymour, Dorothy Z. "Black children, black speech; attitudes toward Black English." Commonweal, XCV (November 19, 1971), 175-78. Discussion: XCV (January 14, 1972), 339, 359.

Summary of recent attitudes and research for the general reader. Black parents and educators often refuse to accept BE; some Black militants, white liberals, and modern linguists accord it full respect as a different but valid way of speech. Includes sounds, language structure, vocabulary; West African theory of origin, citing Lorenzo Dow Turner's Gullah studies. Advocates bidialectalism.

90. Shuy, Roger W., Feigenbaum, Irwin, and Grognet, Allene. Social dialects; a cross-disciplinary perspective. Washington, D.C.: Center for Applied Linguistics, 1971. iv, 151 p.

Proceedings of a conference on social dialects, October 1969. Ten scholars invited in 5 fields: in each, one gave a paper, one answered it. 1) Frederick Williams, "Social dialects and the field of speech." Answered by Orlando Taylor. 2) Harry Osser, "Development studies of communicative competence." Answered by Vera John. 3) Susan M. Ervin-Tripp, "Social dialects in developmental sociolinguistics." Answered by Claudia Mitchell-Kernan. 4) Courtney Cazden, "Approaches to social dialects in early childhood education." Answered by Robert D. Hess. 5) Walt Wolfram, "Social dialects from a linguistic perspective." Answered by William J. Samarin. Papers by Cazden and Wolfram discuss Bereiter-Engelmann approach; therefore includes invited response by Siegfried Engelmann.

91. Shuy, Roger W. "Sociolinguistic strategies for studying urban speech." Viewpoints, XLVII (No. 2, 1971), 1-25.

Recent research has demolished the position of those who claim that the speaker of nonstandard English has a cognitive deficit. Training of language arts teachers must be revised in this light to include: the nature of language, language variation, fieldwork in the language of children, the teaching of SE: oral language, reading, composition.

92. Shuy, Roger W. "Some problems in studying Negro/white speech differences." English Record, XXI (April, 1971), 179-85.

Discusses responsibility of the researcher to consider the ultimate results of his work; previous work has termed Blacks non-verbal, deficient in learning and cognition ability, etc., therefore many Blacks are reluctant to permit further study. Examines various studies in the light of suggested socioeconomic considerations; emphasizes danger of misassessing facts, partial knowledge of facts, and inadequate research design.

Shuy, Roger W. See also Williams, Frederick. (#114)

Simons, Herbert D. See Johnson, Kenneth R. (#45)

93. Sledd, James. "Doublespeak; dialectology in the service of big brother." College English, XXXIII (January, 1972), 439-56.

Companion to O'Neil (#74) Includes irreverant history of Black dialectology; objects to all researchers except, in part, William Labov. "If doublespeak should fail, as it must,;;;young Blacks can still be assured that it was they who failed and not their white superiors; and the Black's presumed failure...can be used against them as a psychological and political weapon." p. 448.

94. Smitherman, Geneva. "English teacher, why you be doing the thangs you don's do?" English Journal, LXI (January, 1972), 59-65.

Striking, readable combination of scholarly SE and BE denying the premise that "Black kids must master the prestige dialect if they are to partake of...socioeconomic mobility." Cites trend in middle-class sdhools away from grammar, toward emphasis on critical thinking, creativity, and analytical processes. Presents 5-point program for teaching English in the inner city.

95. Sobin, Linda Lee Andrews. "Noun plural marker deletion in the speech of Black children." Unpublished M. A. thesis, University of Texas, 1971.

ERIC ED 056 622.

Field report. Bibliography includes items published 1971. Findings (Austin, Texas): 1) presence or absence of quantifier expression has no effect on noun plural marker deletion. 2) Initial phoneme of following word is highly significant in determining noun plural marker deletion. 3) Deletion significantly more frequent in younger group. 4) No interaction between presence of quantifier and phonological environment. Conclusion: Phonology has more effect than semantics on noun plural marker deletion.

96. Stein, Annette S. "Analysis of word frequencies and range in spoken language of adult Black illiterates." Unpublished Ph. D. dissertation, SUNY Buffalo, 1971. Diss. Abs., December, 1971, 2395-A.

Diss. Abs. Field report. As adjunct to compilation of word frequency list investigated possible differences in the vocabularies of 128 Negro informants according to variants: place (Buffalo or Chicago), age and sex of informants, race and sex of interviewers. None caused significant effects. All words occurring more than twice were compared with standard word lists; 42% on neither list, indicating difference between expected (standard list) and actual vocabulary.

97. Stewart, William A. "Facts and issues concerning Black dialect." English Record, XXI (April, 1971), 121-35.

Clear summary of divergent and conflicting theories in the field; rational look at terminology. Says linguists have 1) proved the linguistic integrity of Black dialect; 2) proved its relative uniformity throughout the U.S.; 3) recommended that Black dialect and SE be used side-by-side in the classroom; 4) found Black nonstandard dialect to be different from white nonstandard dialect even in the Deep South. Details case of descriptive linguist vs. the prescriptive educator.

98. Stewart, William A. "Negro and white speech; continuities and discontinuities." Acta Symbolica, II (no. 1, 1971), 42-43.

LLBA E 4640: Historical review of European attitudes toward Black Africans and their languages. The Greeks were preoccupied with African physiology while early Western travellers were interested in behavioral differences. Few Europeans took African languages seriously, and African attempts to learn European languages led to pidginized or Creolized forms which received negative appraisal from Europeans and Africans alike.

Stewart, William A. See also Williams, Frederick. (#114)

99. Strickland, Dorothy S. "Black is beautiful vs. white is right." Elementary English, XLIX (February, 1972), 220-23.

Stresses role of linguistic differences in reading disabilities among disadvantaged Black children. Advocates helping child move to more universal linguisitic usage: acquisition of prestige dialect within a given culture is usually a prerequisite for success in that culture. Language programs should seek to expand the child's language repertoire and promote greater language flexibility without negating the rich store of language the child brings to school.

100. Strickland, Dorothy S. "The effects of a special literature program on the oral language expansion of linguistically different, Negro, kindergarten children." Unpublished Ph. D. dissertation, New York University, 1971. Diss. Abs., September, 1971, 1406-A.

Field report. Experimental group: read to, plus oral language activity. Control group: read to, plus activity not involing oral language participation. Tested before and after for language flexibility between native dialect and SE. Tested after for reading readiness. Experimental group significantly more flexible in oral language; no difference between groups in reading readiness. No evidence that experiment affected child's native dialect.

101. Strickland, Dorothy S. "A program for linguistically different Black children." Paper presented to the annual convention of the International Reading Association, Atlantic City, N.J., April 22, 1971. ERIC ED 049 355.

Based on #100. Emphasis on expansion of oral language. 1)Language behavior of young children may be altered without denigrating or replacing native dialect. 2) kindergarten age propitious for language growth. 3) Differences between standard and nonstandard English may cause interference which can be identified and modified. 4) Presents a method of teacher training; offers results with no other equipment than a supply of good picture books.

102. Sullivan, Richard E. "A comparison of certain relationships among selected phonological differences and spelling deviations for a group of Negro and a group of white second grade children; final report." ERIC ED 057 021.

Field report.8 p. bibliography includes items published 1971. Compared oral language production with the written realization of the production for 15 words chosen in part for presence of feature pronounced divergently by Negro and white residents of Austin and San Antonio, Texas, region. White children reproduced models more accurately in general; many Negro students also showed production capability.

103. Surlin, Stuart H. "Projective responses for racially identifiable speech by racially prejudiced and non-prejudiced individuals." Paper presented to the International Communication Association Conference, Phoenix, Ariz., April 22-24, 1971. ERIC ED 048 596.

Field report. Study used to uncover trends, not to answer specific questions. Distinguished between social dialects and territorial dialects. Behavioral and attitudinal. Typical findings: Southern (Univ. of Georgia) students significantly more prejudiced than Northern (Michigan State Univ.) students. Subjects tended to respond to Black identifiable voices in same negative way usually found in personal contact with or discussion of Blacks.

104. Tarone, Elaine. A selected annotated bibliography on social dialects, for teachers of speech and English. Seattle, University of Washington, 1970. ERIC ED 043 853.

BIBLIOGRAPHY. Priority to items dealing with teaching of high school and college students, basic sociolinguistic research, analyses of Black and SE systems, and data useful in compiling teaching materials. Priority to recent work. No book reviews included. List of sources examined. Source of annotation noted when not done by author. Starred items most useful in classroom. 8 sources, 169 items, through 1969.

105. Taylor, Orlando L. "Some sociolinguistic concepts of Black language." Today's Speech, XIX (Spring, 1971), 19-26.

Not available for examination. In Rochester area, this journal is held only by SUNY Geneseo. At bindery, April 21, 1972.

Taylor, Orlando L. See also Shuy, Roger W. (#90)

106. Thiess, Carolyn W., and Kirkton, Carole M. ERIC documents on the teaching of of English, V (July-December, 1970). ERIC ED 056 026.

BIBLIOGRAPHY. This is the last volume in the series which is being temporarily discontinued at the end of 1970. 5 volumes together index the English-related content of the ERIC file 1956-1970. Nota bene: section 9, "Language, linguistics, and language research," p. 34-38. Section 11, "Teaching standard English to speakers of non-standard dialects (social dialects): TENL," pp. 49-50. No annotations.

Tinnie, Gene. See Legum, Stanley E. (#55)

Tripp, Susan M. Ervin. See Ervin-Tripp, Susan M.

107. Vaughn-Cooke, Anna Fay. "The Black preaching style: historical development and characteristics." Languages and Linguistics Working Papers, No. 5: Sociolinguistics. Washington, D.C.: Georgetown University Press, 1972. pp. 28-29.

This style considered unique in the United States, deserving further discussion and investigation. Discusses role of intonation, vowel lengthening, lexical and grammatical choices, call-and-response pattern of dialogue between speaker and listeners. Cites difficulties in description of this oral style.

108. Walker, Sheila. "Black English; expression of the Afro-American experience." Black World, XX (June, 1971), 4-6.

Survey article for general Black audience. Whites have eliminated some items of Black culture and co-opted others (music and language). BE formed in slave times from English words ordered by African grammatical structure and pronounced by African phonetic rules; maintained and reinforced through segregation. Reflects conceptual differences in attitudes toward time, people, activity. Walker favors early, relevant, motivated bi-dialectalism.

109. Welty, Stella L. "Reading and Black English." International Reading Association. Conference papers XV (1971), 71-93.

Sympathetic review and summary of the implication of recent research. For teachers. Summarizes 1) phonological features, 2) grammatical variables, 3) attitudes toward BE and its speakers, 4) application of knowledge of BE in the classroom for a) beginning reading, b) hierarchy of cruciality of inter-dialectal differences. c) listening skills, d) contrastive drills, e) games, role-playing, and political socialization.

Whitehead, Jack L. See Williams, Frederick. (#112, 113, 115)

Whiteman, Marcia. See Wolfram, Walt. (#122)

110. Wiggins, Rudolph Valentino. "A comparison of children's interest in and attitude toward reading material written in standard and Black English forms." Unpublished Ph.D. dissertation, Ohio State University, 1971. Diss. Abs., January, 1972, 3808-A.

Diss. Abs. Field report. 224 3d and 4th grade Black children, Columbus, Ohio, tested on 18 hypotheses by means of 4 children's books rewritten in BE according to New York, Washington and Detroit speech studies, and taped. Children significantly more interested in SE versions, had significantly more positive attitudes toward SE versions. Differences in attitude not significantly affected by sex, grade level, or age of children.

111. Williams, Frederick (ed.), Cairns, Helen S., and Cairns, Charles E. An analysis of the variations from standard English pronunciation in the phonetic performance of two groups of nonstandard English speaking children. Austin: University of Texas Center for Communication Research, 1971.

Not available for examination. Cited in Sobin (#95).

112. Williams, Frederick, Whitehead, Jack L., and Miller, Leslie M. Attitudinal correlates of children's speech characteristics; final report. Austin: University of Texas Center for Communication Research, 1971. ERIC ED 052 213.

Teachers judged children along two chief dimensions: confidence/eagerness, ethnicity/nonstandardness, across all variables of race and video-audio medium. Seemed to combine stereotyping behaviors with evaluations of the language samples. Teacher ethnicity interacted with child ethnicity in speech evaluations. Speech evaluations could be used to predict teachers' expectations of children's academic performance in language arts class. Includes implications for teacher training. Field report.

113. Williams, Frederick, Whitehead, Jack L., and Miller, Leslie M. "Ethnic stereotyping and judgments of children's speech." Speech Monographs, XXXVIII (August, 1971), 166-70.

Field report. Similar to #112. Detroit. Tested degree to which visual cues of a child's ethnicity would influence judgments of a SE speech sample. Speech sample same throughout; visual cues changed. Black children were expected to sound more nonstandard and ethnic than white peers; Mexican-Americans were expected to sound more nonstandard, more ethnic, more reticent, less confident.

114. Williams, Frederick (ed.) Language and poverty; perspectives on a theme. (Institute for Research on Poverty Monograph series.) Chicago: Markham, 1970. 459 p.

Includes articles by Joan Baratz, Basil Bernstein, M. Blank, Courtney Cazden, William Labov, Roger Shuy, William Stewart, and Frederick Williams. Divergent and controversial views are included; sociologists and historical linguists, theoreticians and those interested in practical implications.

115. Williams, Grederick, and Whitehead, Jack L. "Language in the classroom; studies of the Pygmalion effect." English Record, XXI (April, 1971), 108-13.

Field report. Similar to #112, 113. Videotapes from Austin, Texas, and Chicago. Differences often confused with deficits; about half of teacher judgments based on nonstandardness. Stereotype ratings appear consistent and seem to influence judgments of actual speech. Goal: to reduce the effects of a teacher's stereotype bias in evaluating the language of her pupils.

116. Williams, Frederick, and Rundell, Edward E. "Teaching teachers to comprehend Negro non-standard English." Speech Teacher, XX (September, 1971), 174-77.

Field report. Teacher candidates listened to tapes of Negro nonstandard child speech, then took word recognition tests. This increased comprehension, especially when tapes were accompanied by transcripts; evidence suggested the increase might be temporary. Since Black child apparently comprehends SE better than he produces it, training teacher to comprehend Negro nonstandard English may help lessen linguistic barrier in the classroom.

Williams, Frederick. See also Natalicio (#69), Shuy (#90)

117. Williams, Ronald. "Black English, society and education." Acta Symbolica. II (No. 1, 1971), 8-13.

LLBA E 04634: Accepts West Indian theory for origin of BE because of underlying grammatical patterns, similarities in idiomatic expressions. It is not denied that BE may play a role in interfering with learning in school, but it is essential that teachers and speech clinicians recognize BE as a legitimate aspect of black culture and cease trying to eradicate it.

118. Williams, Ronald. "Race and the world." Today's Speech, XIX (Spring, 1971), 27-33.

In the Rochester area, this journal is held only by SUNY Genesec. Volume in bindery at time of compilation of this bibliography, therefore there is no annotation.

119. Williamson, Juanita V., and Burke, Virginia M. A various language; perspectives on American dialects. New York: Holt, 1971. 706 p.

About 50 scholarly essays and articles, 29 dissertation abstracts, 1917-1970, plus selective bibliography. Sections 1-2: historical; 3: use of dialect in American literature; 4-5: descriptions of various dialect features found in the U.S., partly based on the Linguistic Atlas of the United States and Canada; 6: urban dialects. Emphasis on traditional linguistic geography, not on African-based Creoles as sources of Black speech.

120. Wolfram, Walt. "Black-white speech differences revisited." Viewpoints, XLVII (No. 2, 1971), 27-50.

Summary of the archaic-English and West African/merged-with-southern-American theories of the origin of BE, with points supporting each. Extent of Black/white speech differences in the South is not nearly as great as it is claimed; most of the differences are on surface rather than on underlying level of language organization. Inventory of differences is far smaller than the inventory of similarities.

121. Wolfram, Walt, and Clarke, Nona H. (eds.) Black-white speech relationships. Washington, D.C.: Center for Applied Linguistics, 1971. xiii, 161 p.

Linguistic Reporter, XIV (February, 1972), p. 3: A collection of 8 articles including Lorenzo Dow Turner's on Gullah, Raven and Virginia McDavid on speech relationships, and others by Beryl Bailey, William Stewart, Walter Wolfram, Lawrence Davis, David Dalby.

122. Wolfram, Walt, and Whiteman, Marcia. The role of dialect interference in composition. Washington, D.C.: Center for Applied Linguistics, 1971. ERIC ED 045 971.

Field report. Studied 19 compositions written by 10th grade Blacks, Prince George's County, Md., for grammatical features, pronunciation features, phenomenon of "hypercorrection" because of unfamiliarity with SE. Not all nonstandard features interfere to the same extent (multiple negation and habitual be seldom appear), but dialect interference does play a role in composition. Suggests studying compositions of younger children.

Wolfram, Walt. See also Shuy, Roger W. (#90)

123. Woodworth, William D., and Salzer, Richard T. "Black children's speech and teachers' evaluations." Urban Education, VI (July, 1971), 167-73.

Field report (from Ph.D. dissertation). Tapes of Black or white speakers reading reports actually written by Woodworth were played to teachers who identified Black child's voice with racial background and associated that with negative achievement expectations, even though Black child read material exactly as written in SE. "Evidence that even experienced teachers sometimes do not distinguish between language forms and contents," p. 172.

124. Woodworth, William D. "Speech style as a factor in teachers' evaluation of the oral reports of urban Black and white sixth grade children." Unpublished Ph. D. dissertation, SUNY Buffalo, 1971. Diss. Abs., September, 1971, 1206-A.

Original of #123. Readers were 6th grade Black and white males, reading the same material. Teachers consistently rated the white child higher for every variable, although there were variation in the degree to which this occurred in urban and suburban teachers.

125. Zuck, Louis V., and Goodman, Yetta M. Social class and regional dialects; their relationship to reading: an annotated bibliography. Newark, Del.: International Reading Association, 1971.

RIE. BIBLIOGRAPHY. For teachers, curriculum planners, educational researchers. 63 journal articles and books published 1963-1971. All items selected accept that all dialects have structure and rules and are legitimate forms of American English, that all children have a variety of experiences, and that all social groups have a culture.

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